



# DATA QUALITY INSTITUTE

*Building State Capacity for Reporting Perkins Data*

## Speaker Biographies

### Keith Brown, SLDS State Support Team

SLDS State Support Team

CEDS Postsecondary Stakeholder Group Facilitator

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Keith Brown retired from the North Carolina Community College System and state government on June 1, 2010 after 32 years of service. Currently Keith is working as a private consultant in the area of postsecondary education, with particular emphasis on data systems and data tools. Projects for which he is currently involved include serving as a member of the State Support Team (SST) for the State Longitudinal Data System (SLDS) grants program; facilitator of the Common Education Data Standards (CEDS) postsecondary stakeholders group; and Senior IPEDS Fellow for the Association of Institutional Research (AIR). Other projects have included working with Jobs for the Future in directing the research work of a Cross-State Data Team focusing on developmental education at two-year colleges and improving success rates for students who enter two-year colleges and are not “college ready;” and serving on a task force developing a Voluntary Framework of Accountability (VFA) for the American Association of Community Colleges.

Prior to retirement, Keith served as the Associate Vice President for Research and Performance Management for the North Carolina Community College System (NCCCS). His primary responsibility was directing all research, accountability, and evaluation efforts for the NC Community College System. Relative to state level reporting, Keith was responsible for the NCCCS data warehouse which contained unit record data on all students and employees of the 58 North Carolina community colleges, all mandated state level reporting, and the High School Feedback Report.

### Sharon Enright, Ohio Department of Education

Associate Director, Office of Career-Technical Education

CTE Performance and Accountability

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Sharon Enright has over three decades of experience in career and technical education. She is currently the Associate Director for Career-Technical Education (CTE) at the Ohio Department of Education, with responsibilities for CTE performance, data and accountability. Her passion is contributing to the development of national CTE data standards, promoting CTE engagement in state longitudinal data systems, and promoting the use of CTE data to improve outcomes for CTE students.

Sharon's previous position was Assistant Director for CTE career pathways. During this time, she chaired the Education and Training Career Cluster work group in conjunction with the national career cluster initiative.

Prior to joining the Ohio Department of Education in 1990, Sharon was a CTE teacher for 14 years in Springfield City Schools, Springfield, Ohio.

Her educational background includes B.S. and M.S. degrees from Indiana State University, and a Ph.D. from The Ohio State University. She was a Fellow in the year-long Career-Technical National Leadership Institute, sponsored by the National Dissemination Center for Career and Technical Education. Professional affiliations include the Association for Career and Technical Education (ACTE), National Association for Career and Technical Education Information (NACTEI) and Omicron Tau Theta (OTT).

Sharon lives in Columbus, Ohio, with her husband.

## Phouang Hamilton, WA Office of Superintendent of Public Instruction

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As a member of the Governor's Education Committee for the Commission on Asian Pacific American Affairs, Ms. Hamilton dedicates her time and will always continue to be an advocate

for language minority students and families. Ms. Hamilton was actively involved in developing the Call to Action (Mandating an Equitable and Culturally Competent Education for all Children in Washington State) and the Strategic Plan for providing appropriate educational opportunities for Asian/Pacific Islander students in 2000. She currently provides direct oversight in the management of the Carl. D. Perkins Act for Washington State at the State Office of Superintendent of Public Instruction. For the past 7 years Ms. Hamilton has been on the board for the National Association for the Education and Advancement of Cambodians, Laotians, and Vietnamese Americans and is now serving as the secretary of the Association.

## Bill Huennekens, WA Office of Superintendent of Public Instruction

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Bill Huennekens is the Data Governance and EDFacts Coordinator at the Office of Superintendent of Public Instruction (OSPI). Hired in December of 2009, Bill is leading the effort to implement data management principles and organize data collection and reporting in the agency. Bill comes to the OSPI with 13 years experience in state and local government working on complex policy issues, administering complex operations and implementing technical solutions.

## Dale King, U.S. Department of Education

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Dale King is the new Director of the Family Policy Compliance Office (FPCO). FPCO administers the Family Educational Rights and Privacy Act (FERPA) for the U.S. Department of Education. Prior to FPCO Director, Dale served as the Director of the Policy, Research, and Evaluation Staff within the Office of Vocational and Adult Education.

Dale began his federal career in 2001 as a program specialist in the Office of Special Education Programs and also served as a policy analyst in the Office of Special Education and Rehabilita-

tive Services. Dale has over 25 years of experience in special education and school psychology, and has served as an education specialist with the Tennessee State Department of Education. He also served as the Director of Psychological Services for the Hamilton County School District in Chattanooga, Tennessee. He also was the owner of a psychological evaluation and consulting business in Atlanta providing psychological testing services, training, and consultation to school districts in Tennessee and Georgia on the implementation of the Individuals with Disabilities Education Act, and other federal and state disability laws.

## Gretchen Koch, CompTIA

Senior Director, Workforce Development Programs  
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Gretchen Koch is the senior director of workforce development programs for CompTIA, the non-profit trade association for the information technology (IT) industry. Ms. Koch is responsible for representing the Association's IT Workforce Development initiatives to key Federal and State Government Agencies. She is also the national IT Career Cluster Leader for the States' Career Cluster Initiative.

Ms. Koch joined CompTIA after managing Marketing for Government & Education Markets at Hewlett-Packard Corporation. Prior to joining HP, Ms. Koch managed Global Services for Government & Education Marketing at Compaq, where she worked to provide managed services for Compaq's largest K-12 and post-secondary education accounts. Between 1980 and 1996 Ms. Koch held a number of senior management positions at Digital Equipment Corporation's global services and software divisions.

Ms. Koch is a graduate of the University of Michigan and holds a MAT from Harvard University and an MBA from Simmons Graduate School of Business.

## Patricia M. Mikos, Maryland State Department of Education

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Pat Mikos is a Program Manager in the Division of Career and College Readiness at the Maryland State Department of Education (MSDE)— [www.marylandpublicschools.org](http://www.marylandpublicschools.org). This Division administers a full range of academic and career and technology instructional programs for the continuous improvement of Maryland's statewide system of Career and Technology Education (CTE). Pat coordinates CTE data collection and accountability reporting for Maryland's system of CTE, including high school and community college programs. She also serves on a variety of local, state, and national workgroups related to education and workforce development, including:

- Maryland Longitudinal Data System Inter-agency Technical Workgroup;
- Maryland Governor's P-20 Leadership Council Workgroup;
- Governor's Workforce Investment Board IT and Cyber Security Committee; and
- Maryland's Apprenticeship and Training Council Pre-apprenticeship Committee.

## Scott Parke, Florida College System

Vice Chancellor for Research  
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Dr. Parke has extensive experience in community college research, planning, performance management, and policy studies. Scott earned his Ph.D. in Higher Education Administration from Illinois State University. On June 4, 2012 Scott assumed the position of Vice Chancellor for Research with the Florida College System. The Florida College System collaborates with and coordinates activities of 28 institutions including community colleges and former community colleges/state colleges that have expanded to offer bachelor's degrees to meet local and regional workforce need and demand.

In his former position with the Illinois Community College Board (ICCB), Scott was involved with project management for the community college system component of the Illinois Longitudinal Data System (ILDS) Expansion Grant. Dr. Parke also represented community colleges on the cross agency ILDS Data Advisory Committee. Due to cross-sector collaborations, Illinois was recognized by the Data Quality Campaign (January, 2010) for the collective efforts by education partners to codify and implement a federated statewide longitudinal data system.

Scott was the lead staff person for ICCB's MIS, Research and Longitudinal Data System Advisory Committee. ICCB's Research and Policy Studies Division provides leadership to performance metrics development; related data systems/web-based tool creation; and goal setting for

Postsecondary *Perkins*, Tech Prep, and Adult Education's National Reporting System. The division is currently engaged in using ICCB's longitudinal data systems to generate the Complete College America (CCA) metrics for all Illinois community colleges; is working on potential Performance-Based Funding measures; and is tracking student progress, transitions, and outcomes among bridge program participants.

Dr. Parke served in leadership positions in national and state research related professional associations including: President of the National Community College Council for Research and Planning (NCCCRP/AACC); Workshop Chair and Forum Committee Member for the Association for Institutional Research (AIR); and President and Conference Chair of the Illinois Association for Institutional Research (IAIR). He has served on more than a half-dozen national projects related to performance indicator development, tracking student outcomes, and improving student performance.

## Jay Pfeiffer, SLDS Consultant

Consultant, State Longitudinal Data System

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Jay Pfeiffer brings nearly 40 years of experience in administering, collecting, using, reporting, and analyzing education data at the state level for secondary and postsecondary education. Much of his career was with state government in Florida, most recently as the Deputy Commissioner for Accountability, Research, and Measurement at the Department of Education. This is the organizational unit charged with developing, maintaining, and using the state's well regarded "P20/W SLDS." He developed and administered the highly regarded Florida Education and Training Placement Information Program which uses state administrative data to provide follow-up data on education and employment outcomes on a variety of education, job training, and social service programs in Florida. He assisted in designing, managing the development of, and administering the state's P20/W education data warehouse. Since leaving state government, Jay has been a consultant for various states, national organizations, and federal agencies in performance measurement, data use, data collection, and information systems. Much of this work has been with MPR Associates, Inc., Berkeley, CA. He is currently facilitating the Workforce Working Group associated with the Common Education Data Standards, working with the Florida Senate to develop an "economic security report" for postsecondary education, and related projects.

Jay has garnered several awards for his efforts including from the National Alliance of Business, the National Association of State Workforce Agencies, and Florida Tax Watch, and he is the recipient of the Data Quality Campaign's prestigious lifetime achievement award.

## Lyndsay Pinkus, Data Quality Campaign

Director, National & Federal Policy Initiatives

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Lyndsay M. Pinkus, director of national and federal policy initiatives, leads the Data Quality Campaign's (DQC) work at the national and federal levels to support the effective use of longitudinal data to improve student achievement. In this role, Lyndsay serves as the DQC's liaison to the legislative and executive branches; manages strategic relationships with national organizations; and leads DQC's efforts on specific initiatives, including the privacy and security of data and common education data standards.

Lyndsay joined the DQC from the Alliance for Excellent Education, where she most recently served as director of strategic initiatives and as a legislative associate at Washington Partners, LLC, providing government relations and policy research and analysis for a variety of clients focused on education and other domestic policy issues.

Currently, she is a member of several advisory groups, guest lecturer at local universities, and frequent presenter on a variety of issues related to education and federal policy. Lyndsay is a graduate of the School of Public Affairs at American University as a presidential scholar; the Public Affairs and Advocacy Institute at the Center for Congressional and Presidential Studies; and the Institute for Educational Leadership's Education Policy Fellowship program.

## Nancy Sharkey, U.S. Department of Education

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Nancy Sharkey is a program officer on the Statewide Longitudinal Data Systems (SLDS) grant program at the National Center for Education Statistics (NCES). Her work includes supporting states' efforts to effectively use the data in their state longitudinal data systems to inform policy and practice. Prior to joining NCES, Nancy worked at the DC Office of the State Superintendent of Education, where she was a team member on DC's SLDS project and was the data quality lead for the agency. She also has been a research associate at the Urban Institute's Education Policy Center. She began her career in education as a middle school math and science teacher. Nancy received her doctorate in education policy research from the Harvard University Graduate School of Education, where she studied how school-based educators use data to inform instruction, and the district role in that process.

## Steve Simchock, Pennsylvania Department of Education

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Mr. Simchock's background includes a total of twenty-six years of statistical survey / data coordination experience. Twenty-two of his twenty-six years of statistical data experience have focused on education data within the Pennsylvania Department of Education (PDE). Stephen's data experience within PDE has related to subsidy administration, special education statistics, Pennsylvania school profile / report card efforts, private and non-public enrollment statistics, high school graduate data, and Perkins career and technical education statistics.

## Kevin Springman, Pennsylvania Department of Education

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After receiving a master's degree in clinical psychology from Duke University focusing on assessment and statistics, I worked for 18 years in higher education research. During this time I also served on Governor Thomas Ridge's Link-to-Learn Steering Committee. In 2007 I started working in the program approval division of the Bureau of Career and Technical Education (BCTE) for the Commonwealth of Pennsylvania then four years later moved into BCTE's Di-



vision of Data Analysis, Assessment, and Contract Administration, which administers the Perkins grant in Pennsylvania. The Division of Data Analysis, Assessment, and Contract Administration works closely with the Center for Data Quality to compile data for the Perkins accountability measures using the Pennsylvania Information Management System (PIMS). This past year I have served on the State Perkins Accountability Congress providing feedback on the proposed Perkins V legislation.

## Andy Van Kleunen, National Skills Coalition

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Andy Van Kleunen is Executive Director of the National Skills Coalition, which he founded in 1998 as The Workforce Alliance in collaboration with leaders from the workforce development and philanthropic communities. Andy has led the Coalition to become a nationally recognized voice on behalf of its member stakeholders—business leaders, labor leaders, community colleges, community-based organizations, and leaders from the public workforce system—who have come together to advocate for an America that grows its economy by investing in its people, so that every worker and every industry has the skills to compete and prosper.

Andy is a recognized expert on state and federal workforce policy issues, regularly cited in such leading national publications as the New York Times and the Washington Post. He is also the author of numerous publications in the areas of workforce policy, healthcare policy, and urban community development.

Prior to founding the Coalition, Andy was Director of Workforce Policy for the national Paraprofessional Healthcare Institute, where he worked with employers, unions and client advocates to improve job quality and training for low-wage workers within the nation's long-term care sector. Andy also spent over 14 years in community organizing and development efforts within several of New York City's low-income and working-class neighborhoods.

Andy holds a master's degree in urban sociology from the Graduate Faculty at the New School for Social Research, and a bachelor's degree in political science and honors studies from Villanova University. He is based in Philadelphia and Washington, DC.